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ABSTRACT

Students at West Virginia University pursuing teaching certification in special education in the areas of mental retardation, learning disabilities, or behavior disorders complete a practicum experience. As many of the students are off-campus in rural areas and are employed full-time in teaching positions, a heavy demand was created for non-traditional practicum experiences. Development of on-the-job practicum experiences ameliorated the situation, but in turn created a need for supervision that could not be met by existing faculty resources. A program was developed to train cooperating master teachers as practicum supervisors, capitalizing on their years of training and experience and their knowledge of administrative policies, available resources, and contact persons. To increase their effectiveness, the cooperating teachers receive direct instruction in skills for observing lessons, providing feedback, and evaluating teaching performance, during an orientation session which includes discussions and simulations. A practicum handbook was written to summarize all requirements, procedures, and forms needed to document and evaluate practicum student competencies. Observation and evaluation forms include a practicum competency validation form, lesson observation form, weekly progress form, cooperating teacher time log, summary evaluation, and practicum evaluation. Several issues of concern are outlined. (JDD)

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TRAINING FIELD-BASED PERSONNEL TO SUPERVISE ON-THE-JOB PRACTICUM EXPERIENCES IN RURAL AREAS

National studies have revealed that present patterns of teacher supply and demand are pointing to critical teacher shortages in many areas by 1990's (Darling-Hammond, 1984). The attrition rate of qualified, experienced teachers has grown from 30% to 60% in recent years due to teacher dissatisfaction with bureaucratic interference with teaching and lack of administrative support (AFT, 1983; NAE, 1983). A series of reports calling for reform in education have stressed the need for restructuring of teacher education programs (Carnegie Report, 1986; Holmes Group Report, 1986; NCATE Report, 1985). Reform of teacher training programs is seen as a critical component of the movement to improve the American system of public education.

The preparation of educational personnel to serve handicapped students is a national priority. Several studies have shown a shortage of appropriately trained teachers for special education programs across the country (Helge, 1981; Smith-Davis et.al.,1984; Sontag & Button, 1980). These shortages are compounded by the use of temporary out-of-field permits to hire staff, a practice that threatens the quality of services (Smith-Davis, 1985; Pipho, 1986). The demands of teachng, coupled with the stresses of a special education program, leads to "burnout" and teacher turnover (Bina,1981; Marrs, 1983). the problem is especially critical in rural areas, where attrition rates for special educators may be as high as 50% yearly (Helge, 1984). In addition, many students enrolled in special education teacher training programs are already employed as teachers and are unable to pursue full-time studies (Spencer, Noel & Boyer-Schick, 1985). These problems must be addressed by personnel preparation programs if the continuing demands for special educators is to be met.

Another persistent problem has been retaining trained and certified teachers in the special education work force withing the state. A survey of Directors of Special Education (Ludlow, 1985) revealed that over two-thirds of the county school systems were experiencing difficulty in recruiting and retaining special educators, and that the turnover rate was nearly 100% every three

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years. A recent study indicated that job stress contributes to burnout and teacher job dissatisfaction among special educators in rural school systems in West Virginia (Knowles, 1980).

The Special Education Program at West Virginia University has been state approved and National Council for Accreditation of Teacher Education (NCATE) accredited to offer graduate degree/teaching certification programs in Mental Retardation, Learning Disabilities and Behavior Disorders for two decades. These programs are available on campus and also at off-campus locations through the Office of Extension and Continuing Education. Coursework is offered at five (5) sites in the WVU service area comprised of 33 counties in the northern half of the state. All classes are offered in the late afternoon and evening to allow students employed as teachers on temporary permits to attend.

Practicum experiences have been available during the academic year, across summer sessions and more recently on-the-job. Over 50% of the current student enrollment is off-campus and fully 90% of all students are employed full-time in teaching positions, creating a heavy demand for non-traditional practicum experiences. The summer practicum experience is dependent upon the willingness of county school systems to offer summer programs for handicapped students and ability of the university to provide qualified supervisory personnel. The demand for summer practicum has reached a point where the Special Education Program no longer has the resources to locate enough placements or to provide sufficient supervision. In addition, many students who have family responsibilities find it difficult to schedule six (6) weeks away from home during the summer months to complete practicum requirements. In 1983, WVU was awarded a Personnel Preparation Grant to develop and implement a Clinical Practicum Project to provide practicum experiences in on-the-job settings. The availability of clinical practicum has reduced the demand for summer practicum, but the overall increase in enrollment and the increased demand for on-the-job practicum experiences has created a need for supervision that cannot be met by existing faculty resources. Practicum enrollment data indicate that the majority of students request the summer on-the-job practicum option. The practicing teacher is faced with real problems that cannot be duplicated in simulated settings such as summer programs or laboratory schools (Grant et al, 1979). Collaborative training projects that involve school systems directly in the training of teaching personnel have been advocated as a method of providing practitioner input into preservice progams (Griffin, 1986; Pugach & Allen-Meares, 1985; Yarger & Mertens, 1980). On-the-job practicum experiences thus can take advantage of the opportunities for more realistic and functional training experiences and performance appraisal inherent in the classroom setting as well as improve the accessibility of training programs.

Institions of higher education have traditionally failed to commit necessary resources to practicum supervision (ATE, 1986a). Supervisory duties are given low priority status by faculty

members, with the result that inadequate time and effort is devoted to working with practicum students (McIntire, 1983). Studies have shown that the cooperating teacher is the key to effective practicum supervision (Zeichner, 1980; Zimpher et al, 1980). Practicing master teachers have years of training and experience to use in supervising practicum experiences (Blumber, 1980). They also have knowledge of a particular school system, including administrative policies, available resources, and contact persons. But teachers need direct instruction in skills for observing lessons, providing feedback, and evaluating teaching performance to be most effective as supervisors (Emans, 1983). A training program is needed to develop supervisory skills systematically with practice and feedback over time.

PROGRAM CONTENT

The existing on-the-job practicum program consists of a pre-practicum orientation session and a practicum experience provided to eligible students pursuing teaching certification in Special Education in the areas of Mental Retardation, Learning Disabilities, or Behavior Disorders. This practicum experience is offered upon completion of all other required coursework in each area and only to students currently working in the field on temporary teaching permits. It meets all guidelines for professional experiences in teacher education established by the Association of Teacher Educators (ATE,1986a).

The practicum experience is organized around competency-based teacher education (CBTE) principles. CBTE is an instructional delivery system in which competencies are specified in behavioral terms and alternative assessment activities are scheduled (Houston & Howram, 1972). Teacher training programs that are competency based provide a flexible structure permitting individualization to meet specific student needs (Blackhurst, 1977). They also offer more objective assessment procedures for measuring student competency attainment by zeroing in on those skills in which students need more practice and refinement and by facilitating identification of alternative activities for demonstrating improvement (Berdine, Cegelka & Kelley, 1977).

The student and practicum supervisor schedule at least four observation sessions for the semester in which the clinical practicum is planned. Wherever possible, observations are scheduled for sites in nearby locations to reduce supervisor travel distance and time. During an observation visit the supervisor spends at least one-half day in the practicum student's classroom to observe and evaluate teaching and discuss the student's progress in competency attainment. The supervisor maintains contact by telephone or visit with the master teacher. S/he writes a summary evaluation of the students overall strengths and weaknesses in teaching, reviews all documentation provided by the master teacher and assigns the final grade.

The Practicum Handbook summarizes all requirements, procedures, and forms needed to document and evaluate

competencies. The initial preassessment of competencies is jointly determined by the practicum student, the cooperating teacher and the practicum supervisor. Knowledge competencies are met by satisfactory completion of prescribed coursework for the area of specialization with a grade of B or better in each course. Performance competencies are assessed by a behavioral Q-Sort form on which students rate their proficiency on specific program competencies indicating in which areas of teaching they excel or need improvement. The preassessment process permits the practicum student to develop an Individual Personnel Training Plan (IPTP) outlining those competencies which must be demonstrated during the practicum experience to satisfy university requirements. The IPTP insures recognition of competencies acquired through on-the-job experiences while providing opportunity to practice and refine other skills to improve the student's overall teaching ability. Students are required to maintain data on their progress in achieving each of the targeted competencies by indicating the amount of classroom time spent and the type of activity engaged in.

The student and master teacher agree upon a weekly schedule for observation sessions and interviews. During observation sessions, the master teacher spends at least one hour in the practicum student's classroom to evaluate teaching and validate practicum competncies. During interviews the master teacher and student discuss the students progress (in person or by telephone) in competency attainment, strategies for improving classroom teaching, and other problems. The master teacher documents that all fifty (50) program/competencies have been demonstrated and that target competencies selected by the student for the IPTP have been completed. S/he writes a summary evaluation of the student's overall strengths and weaknesses in teaching and submits all documentation to the practicum supervisor.

The Special Education Program provides practicum supervision following techniques of the clinical supervision model (Acheson & Gall, 1980; Cogan, 1973; Goldhammer, 1969) which focuses on observation and evaluation of teaching to foster professional learning and growth (Garman, 1986). Measurement of performance in terms of behavioral objectives (Piper & Elgart, 1979) allows practicum supervisors to make data-based decisions about student acquisition of program competencies. Arranging for observation of students in their work settings allows the program to take advantage of an optimal setting for demonstrating and proving teaching skills (Grant, et al,1979; Russell, 1971). Clinical supervision of students on-the-job permits project staff to offer more realistic and functional training experiences for special education teachers.

APPLICATION AND ELIGIBILITY

The county school system recommends a certified master teacher in their employ or contracts with another agency (school system, regional educational service agency, college, or private organization) to supply one. To be eligible to supervise

practicum, the cooperating teacher must meet the following criteria:

1. Possession of a valid West Virginia teaching certificate in the area of specialization in which the practicum is to be conducted.
2. Completion of a Master's Degree in special education in that area of specialization.
3. Teaching experience of at least three academic years in that area of specialization.
4. Authorization from the superintendent of schools in the district where employed for release time from instructional responsibilities to supervise students.
5. Participation in an orientation session for cooperating teachers.

The practicum coordinator reviews the application to determine if all requirements have been satisfied.

RESPONSIBILITIES

The cooperating teacher is responsible for scheduling at least twelve (12) observations (approximately one visit per week), lasting one to two hours in the practicum students classroom. The teacher assists in the development of an Individualized Personnel Training Plan (IPTP); observes and documents the demonstration of all practicum competencies; and, observes, evaluates and provides written feedback on lessons observsed. This insures that student performance is assessed by a practicing teacher certified in the area of specialization who is also familiar with the constraints of the particular school system and rural geographic region. The cooperating teacher is also in periodic contact with the university supervisor to better coordinate the practicum experience and to receive feedback and suggestions on supervisory skills.

ORIENTATION

Prior to the practicum experience an orientation session is held for students, cooperating teachers, and university supervisors. At this time the practicum coordinator and assistant(s) describes procedures in the Practicum Handbook, explains the documentation of compencies, instructs cooperating teachers and supervisors in observation and supervision techniques, and establish a schedule of observation visits.

The cooperating teacher, while being a certified master teacher has had little if any supervisory training. It is at the orientation session that they receive suggestions for effective supervision. The Practicum Handbook is discussed with emphasis on the forms the cooperating teacher must fill out:

1. Practicum Competency Validation Form

2. Lesson Observation Form
3. Weekly Progress Form
4. Cooperating Teacher Time Log
5. Summary Evaluation
6. Practicum Evaluation

The on-the-job practicum is unique because the students are experienced teachers and the cooperating teacher is often a colleague. Therefore this practicum requires unique superisory skills. The orientation session for the cooperating teacher includes discussion and simulations (Figure 6). The cooperating teacher is given the opportunity to answer and discuss questions depicting possible problems and situations. A simulated classroom is presented with the teacher given the opportunity to discuss possible solutions. The teacher is asked to read a series of statements to distinguis between statements which are judgemental and statements which are descriptive.

OBSERVATIONS

During scheduled observation visits, the practicum student presents a lesson plan for any activities to be observed. The cooperating teacher observes the lesson and makes a written record on the Daily Observation Form (see Figure), according to the following steps.

1. review lesson plans
2. record facts, not judgements on form
3. describe events in sequence
4. look for cause-and-effect relationships
5. make appropriate comments on back of form or separate sheet

Immediately following the lesson, observer and student discuss the lesson, using techniques of clinical supervision (Acheson & Gall, 1980):

1. analyze: describe the performance in terms of observable patterns;
2. interpret: compare with objective or program standards;
3. decide: determine changes to be made and the steps to make these changes;
4. recommend: outline potential activies,strategies, and resources;
5. summarize: use specific praise for performance and growth.

In addition, the cooperating teacher documents the completion of specific teaching compentencies (see figure 1) as the student demonstrates each one, and assists the student in performing the tasks specified in the IPTP (see Figure 2). The cooperating teacher also fills out a Weekly Evaluation Form (see Figure 3) to indicate general teaching progress.

EVALUATION

Upon completion of all competencies at the end of the practicum experience, the practicum students and both supervisory personnel evaluate the student's performance as well as the operation of the Clinical Practicum Program.

1. Practicum Competency Rating

Attainment of practicum competencies by each practicum student is rated independently by the student and both supervisory personnel as stron, adequate, or weak This information is used to assess the student's progress as well as for research analyzing the percentages of agreement on student proficiency across raters.

2. Summary Evaluation

The cooperating teacher and university supervisor each complete a written summary evaluation on the practicum student, documenting special teaching strengths, areas that need further development, and skills appropriate to the grade level/area of exceptionality (see Figure 4). The supervisor assigns a grade of Satisfactory, Unsatisfactory, Incomplete or Withdrawal. These forms become part of the student's permanent file and serve as a data base for recommendations for future employment.

3. Practicum Evaluation (Cooperating Teacher Form)

The cooperating teacher rates the practicum as a meaningful learning experience (see Figure 5). Supportive comments and constructive criticisms provide important feedback for program modification.

PRELIMINARY RESULTS

The Clinical Practicum Program has been shown to be an effective model for supervising teachers on-the-job in rural areas, however a number of issues remain concerning the cooperating teacher in a supervisory role:

1. how can certified master teachers be found to supervise? (rural areas face a shortage of qualified, trained personnel in some areas of specialization);
2. how can a scedule of observations be arranged to maximize direct supervisory contact and minimize travel time? (isolated rural sites and conflicting teaching schedules);
3. how can schedule of observations accomodate unplanned interruptions? (winter weather conditions and school emergencies may interfere with planned visits and require rescheduling at another date);
4. how can cooperating teachers be trained to meet the requirements of supervision?(teachers cannot be required to take a course in supervision and many live too far from the university to receive training in a centralized location);
5. how can competency validation procedures be rewritten to permit reliable documentation of proficiency? (traditional

procedures for assessing teaching skills rely on subjective judgement rather than objective evidence);

6. how to effectively deal with the student who is unable to meet the practicum competencies? (documentation to provide evidence that the student is unable to meet the competencies is required).

The debriefing session held with the cooperating teachers indicated a strong committment to the continued development and use of the on-the-job practicum model. The positive attitude and willingness to address the issues involved in effective clinical supervision illustrate the effectivness of the on-the-job practicum model to the training of special educators in rural areas.

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Figure 1.

PRACTICUM COMPETENCY VALIDATION

DATE	Competencies	Assessment Procedur
	A. PRETEACHING	
	I. Special Education Foundations	
_____	a. identifies historical and current trends in services for exceptional individuals	coursework/discussio
_____	b. states definition, incidence, and diagnostic criteria for categories of exceptionality	coursework/discussio
_____	c. describes intellectual, social, emotional and physical characteristics of exceptionalities	coursework/discussio
_____	d. discusses education, social and vocational services/programs for exceptional individuals	coursework/discussio
_____	e. uses appropriate descriptive terminology in speech and writing	coursework/discussio
	II. Assessment Techniques	
_____	a. selects formal assessment instruments to collect data on academic performance	product/casestudy
_____	b. modifies assessment procedures to accommodate pupil needs and testing situations	product/casestudy
_____	c. develops informal assessment devices to diagnose pupil learning needs	product/casestudy
_____	d. interprets data collected from various sources to plan instructional programs	product/casestudy
_____	e. selects procedures to evaluate pupil progress and instructional effects	product/casestudy
	III. Instructional Planning	
_____	a. develops long-term objectives for pupils in cognitive/affective/psychomotor domains	IEP
_____	b. develops short-term objectives including measurable behavior/conditions/criteria	IEP
_____	c. task analyzes curriculum goals to determine instructional sequences	lesson plan
_____	d. writes lesson plans to reflect individual pupil performance objectives	lesson plan
_____	e. uses a variety of methods and materials appropriate to pupil needs	lesson plan
	IV. Classroom Organization	
_____	a. controls environmental conditions for pupil comfort and facilitation of learning	observation
_____	b. arranges room to provide a variety of learning settings (centers/carrels/groups)	observation
_____	c. plans and conducts individual and group activities simultaneously	observation
_____	d. schedules and paces activities to make efficient use of teacher and pupil time	observation
_____	e. uses supportive personnel effectively to facilitate instructional delivery	product/example

DATE	B. TEACHING	
	V. Classroom Management	Behavior Management Plan
_____	a. positions pupils to minimize behavior problems and facilitate	observation
_____	b. establishes classroom procedures and routines to develop self-discipline	observation
_____	c. manages individual and group behaviors to provide a positive learning climate	observation
_____	d. uses a variety of reinforcing events according to individual pupil preferences	observation
_____	e. applies positive and negative contingencies immediately and consistently	observation
	VI. Instructional Programming	
_____	a. gives instructions/directions to orient pupils to lesson objectives	observation
_____	b. presents instruction in sequence so pupils respond with few mistakes	observation
_____	c. uses questioning strategies/prompts to elicit pupil responses and discussion	observation
_____	d. provides verbal and nonverbal feedback to pupils on performance	observation
_____	e. provides sufficient practice for generalization/maintenance of skills	observation
	C. POSTTEACHING	
	VII. Instructional Evaluation	
_____	a. identifies and analyzes errors to develop remedial strategies	product
_____	b. uses continuous assessment to measure pupil progress toward mastery of objectives	product
_____	c. analyzes pupil performance data to redefine objectives/redesign programs	product
_____	d. rates/assigns grades to pupils accurately and equitably from recorded data	product
_____	e. develops system to report progress to pupils, parents, and school personnel	product
	D. OTHER PROFESSIONAL ACTIVITIES	
	VIII. Interpersonal Communication	
_____	a. communicates information/data at formal and informal meetings	SBAT meeting
_____	b. prepares formal and informal written diagnostic and evaluation reports	product
_____	c. provides consultation services to parents and professionals	documentation
_____	d. designs and conducts training for parents and professionals	documentation
	IX. Professional Development	
_____	a. recognizes teaching strengths/weaknesses and has realistic expectations for self	IPTP
_____	b. accepts and uses suggestions and criticisms from other professionals	completion of practicum

DATE		
_____	c. seeks assistance from personnel or references for self-improvement	resource person contact, documentati
_____	c. participates in professional activities (conferences, organizations, subscriptions)	documentation
_____	e. understands legal principles and due process procedures	documentation

λ. Nonteaching Responsibilities

_____ a. performs administrative tasks and nonteaching duties efficiently

_____ b. complies with school rules, policies and regulations

_____ c. dresses/behaves professionally according to setting and activity

_____ d. demonstrates regular and punctual attendance at assigned activities

_____ e. locates resources, makes referrals and coordinates services of other disciplines

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Practicum Student

Cooperating Teacher

University Supervisor

Figure 2.

INDIVIDUALIZED PERSONNEL TRAINING PLAN

Competencies

The following competencies must be demonstrated during the practicum experience:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

The plan of action must be developed and approved by the supervisors by _____.
(Date)

Plan of Action

The student and supervisor will follow the plan of action outlined below:

Competency	Demonstration Procedure	Date of Completion

The plan has been developed and mutually agreed upon by:

Date	Practicum Student	Cooperating Teacher	University Supervisor
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Figure 3.

WEEKLY PROGRESS FORM

Practicum Student _____

Cooperating Teacher _____ Week of _____

School _____ Rating: 1 = Excellent
2 = Very Good
3 = Satisfactory
4 = Needs Improvement
5 = Unsatisfactory

1. Evidence of Appropriate Planning and Organization	1	2	3	4	5	NA
2. Appropriate Use of Teaching method	1	2	3	4	5	NA
3. Knowledge of and Appropriate Use of Content	1	2	3	4	5	NA
4. Classroom Control	1	2	3	4	5	NA
5. Involvement of Students	1	2	3	4	5	NA
6. Relationships with Students	1	2	3	4	5	NA
7. Use of Approriate Evaluative Techniques	1	2	3	4	5	NA
8. Enthusiasm for Teaching	1	2	3	4	5	NA
9. Management of Time	1	2	3	4	5	NA

10. Cooperating Teacher's Comment/Suggestions_____

_____

_____

_____

_____

11 . _____ check here if you want university supervisor to contact you.

12. What are the best times for the supervisor to reach you _____.

Figure 4.

SUMMARY EVALUATION
COOPERATING TEACHER

Please answer the following questions:

What special teaching skills have you observed in this practicum student?

What teaching skills should this practicum student continue to develop?

Do you think this practicum student is/will be successful in a teaching position at this grade level for this area of exceptionality? Explain:

SIGNED:

Cooperating Teacher: _____

Practicum Student: _____

Date: _____

Figure 5.

WVU SPECIAL EDUCATION
PRACTICUM EVALUATION
(Cooperating Teacher Form - Graduate Program)

Circle your answer to each item as yes (Y), no (N), undecided (U).

The student's specialization was:
a. Mental Retardation
b. Learning Disabilities
c. Behavior Disorders
d. Severe/Profound Handicaps
e. Gifted Education
f. Early Intervention

The practicum option was:
a. full-time placement
b. summer placement
c. on-the-job placement

A. PRACTICUM STUDENT			
1. Was the student properly prepared for practicum?	Y	N	U
2. Was s/he responsive to suggestions/criticisms?	Y	N	U
3. Did s/he demonstrate knowledge of special education?	Y	N	U
4. Did s/he demonstrate skill in instruction/management?	Y	N	U
5. Did s/he demonstrate professional attitude/behavior?	Y	N	U
6. Did the class benefit from contact with the student?	Y	N	U
B. UNIVERSITY SUPERVISOR			
1. Did cooperating teacher understand her/his role?	Y	N	U
2. Did s/he have sufficient training/experience?	Y	N	U
3. Was the number of observation visits made adequate?	Y	N	U
4. Was the length of time spent per observation sufficient?	Y	N	U
5. Did the teacher have good rapport with the student?	Y	N	U
6. Did the teacher's observations agree with yours?	Y	N	U
C. UNIVERSITY PROCEDURES			
1. Did orientation prepare you for practicum?	Y	N	U
2. Did responsibilities make reasonable time demands?	Y	N	U
3. Did the Handbook clearly explain procedures?	Y	N	U
4. Did competencies reflect skills needed by teachers?	Y	N	U
5. Did observation forms accurately depict performance?	Y	N	U
6. Did evaluation forms fairly assess competencies?	Y	N	U
D. PRACTICUM EXPERIENCE			
1. Was the practicum a meaningful learning experience? Explain:	Y	N	U
Would you serve as a Cooperating Teacher again? Explain:	Y	N	U

How would you improve/change the practicum experience?

How would you improve/change university requirements?

Figure 6.

COOPERATING TEACHER ORIENTATION MATERIALS

Questions About Clinical Supervision

1. What should you do if there is a disagreement between you and the practicum student?

2. How can the practicum student and the cooperating teacher resolve their disagreements?

3. Should a cooperating teacher try to change a teacher's style?

4. What can cooperating teachers do to help teachers who are highly defensive?

5. How should the cooperating teacher respond to direct questions from the practicum student?

6. Is there a difference in the techniques used when working with an experienced teacher?

7. Isn't an observer in a classroom likely to be obtrusive?

8. Is there ever a time when the supervisor should interfer with the lesson being taught?

9. What can you do to improve your supervisory techniques?

Case Study
The Case of Ms. Green's Disruptive Classroom

Ms.Green is in the seventh year of her teaching career. She teaches a special education class. The school is a rural school. By the end of the first marking period it has become clear that there is a problem in Ms Green's class. She has taken up the policy of sending children to the principal's office for misbehavior. By November she is sending one to two students a day for disciplinary action. The principal is annoyed. Students are upset. And Ms. Green is very defensive about the situation. She will be beginning her on-the-job practicum and you will be her cooperating teacher. Discuss the apparent problems and how you would go about your supervision.

TO DISTINGUISH BETWEEN DESCRIPTIVE AND JUDGEMENTAL STATEMENTS;

1. The teacher is chastising the child.
2. The boy is staring out the window while resting his head on his hand.
3. The boy does not like the lesson.
4. The teacher has his back to the class.
5. The girl is confused by the teacher's explanations.
6. The teacher was in a bad mood four of the seven days he was observed.
7. The teacher talked to 14 students during the first 20 minutes of the lesson.
8. The teacher didn't move around the room.
9. The teacher was too harsh with Mike.
10. The teacher ~~did~~ asked too few questions.

Each of the following statements have been said to you. Regard each statement as an invitation to respond as a concerned listener. That is, make the choice which seems to you would result in the other continuing to elaborate on their story.

1. "I don't know...What should I say? I mean, I want to talk about what's happened, but it's... Well I just don't know where to begin."

   a. You should start at the beginning.
   b. It's up to you.
   c. Where do you want to begin?
   d. I know; I have a hard time starting to explain things sometimes.
   e. If you don't know, who does know?

2. "I don't understand what's happened? Everything was going so well, and all of a sudden she just left...walked right out, you know? I must have done something...or said something...?"

   a. What did you do? You must have done something?
   b. Where did she go? Why didn't you stop her?
   c. That's really tough; it makes you feel like you can't trust yourself.
   d. What do you think happened?
   e. Is it guilt that you are feeling, or just plain unhappiness?

3. "Ive done everything they asked me to do...I even tried to change my attitude, cause Iknow they want me to be more positive. But here I am again back where I started. Nothing seems to go right for me!"

a. That may be just a phase you are going through.
b. Maybe you're just trying too hard... What do you think?
c. Where does it say, you've got to please everyone?
d. What is it like for you to have things not go right?
e. Do you think they're being too hard on you?

4. "I don't know what I could have done...Imean we used to get along so well...but now...

a. I'm sure it isn't your fault.
b. Now she doesn't like you anymore.
c. Go on tell me more.
d. Everybody gets upset now and then.
e. Now you have doubts about how well you really did get along

5. I mean just what is his problem? I wish he would just get off my back.

a. Why did you get yourself in this position?
b. I know... I hate it when people get on me about something.
c. What effect is he having on you?
d. Maybe he'll get the message and go away.
e, Is he on your back all the time or only under certain situations?

LESSON OBSERVATION FORM

Student: _____ Date: _____ Observer: _____
Area: _____ Lesson: _____

PREPARATION
Planning and Objectives

_____
Organization and Sequencing

_____
Instructional Materials

_____
Classroom Environment

_____
INSTRUCTION
Motivation/Rapport

_____
Use of Instructional Materials

_____
Behavior Management

_____
Pupil Evaluation

_____
Practical Application

_____
PUPIL RESPONSE
Participation

_____
Enthusiasm and Interest

COOPERATING TEACHER TIME LOG

NAME _____ SEMESTER _____

DATE	SITE/SUTDENT	TRAVEL MILEAGE/TIME	EXPENSES	OBSERVATION TIME	COMMENTS